DOCUMENT RESUME

ED 444 899 SO 031 299

AUTHOR	Peters, Richard Oakes
TITLE	Creating Cooperative Living Habitats in the Community.
PUB DATE	1999-00-00
NOTE	46p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Environment; *Environmental Education; Social Studies
IDENTIFIERS	*Environmental Ethics; *Georgia

ABSTRACT

This teaching guide focuses on courses integrating social studies and the environment. The guide is divided into the following parts: (1) "'ECO/Social Studies' Course Syllabus--K-12 Teacher Education"; (2) "Culture Literacy, National Standards, and Georgia's QCCs"; (3) "Sample Unit--Outline"; (4) "Using a Matrix to Study Natural Environments"; (5) "Using a Matrix To Study Social Environments"; and (6) "Sample Lessons." The guide's ECO/Social Studies Course, "Creating a Relationship with Nature," is a course designed for K-12 social studies education majors, and is organized around selected standards. The guide states that students in the course engage in classroom and field-based studies that emphasize the character and interdependence of natural and social (human-made) environments on local, regional, state, national, and worldwide scales. The guide gives detailed goals for students and course objectives for every part of the unit. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 444 899

SO

CREATING COOPERATIVE LIVING HABITATS IN THE COMMUNITY

RICHARD OAKES PETERS, ED.D.

SO 031 299

Richard Oakes Peters

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

TABLE OF CONTENTS

I. ECO/SOCIAL Studies Course Syllabus - K-12 Teacher Education

II. "Culture Literacy, National Standards, and Georgia's QCCs"

III. Sample Unit - Outline

IV. Using a Matrix to Study Natural Environments

V. Using a Matrix to Study Social Environments

VI. Sample Lessons

COMMENTS

CREATING A RELATIONSHIP WITH NATURE: ECO/SOCIAL Studies is a course designed for K-12 social studies education majors.

It is a standards-based course -- organized around selected standards from NCSS Expectations of Excellence, Geography for Life, and NAAEE Excellence in Environmental Education.

Students are engaged in classroom and field-based studies that emphasize the character and interdependence of natural and social (human-made) environments -- local, regional, state, nation, and world-wide.

COURSE NUMBER

COURSE TITLE Creating A Relationship With Nature: ECO/SOCIAL Studies

COURSE DESCRIPTION A standards-based investigation of environmental education (ECO)/social studies (SOCIAL) properties that constitute the basis for citizen involvement in the problem solving process, and in resolving the conflicts, issues, and situations that cause environmental rift in the community, the region, the nation, and the world.

COURSE GOALS Students will develop ...

an awareness of the historical perspective of MAN/NATURE relationships;

an appreciation for environmental quality in the community, the region, the nation, and the world;

a respect for MAN's ethical responsibility to protect NATURE from environmental rift;

an understanding of how environmental education and social studies can be integrated into a K-12 instructional program.

COURSE OBJECTIVES Students will ...

refine mental maps of locales, regions, the nation, and the world;

explain how individuals and groups respond to their physical environments;

make judgments about how science and technology have transformed the physical world and human society;

identify examples of environmental rift that exist in the community, the region, the nation, and/or the world;

select an environmental rift conflict, issue, problem or situation that exists locally, regionally, nationally, or on a global scale and collect data related to cause(s)-and-effect(s);

propose alternative policies and solutions to eliminate instances of environmental rift that exist in the community, region, nation, or in the world;

identify K-12 curriculum materials that integrate environmental education/ social studies concepts, knowledge, and skills on the local,regional, state and/or national level(s);

design thematic units and daily lesson plans that integrate environmental education/social studies concepts, knowledge, and skills -- to teach about environmental rift conflicts, issues, problems and situations.

COURSE OUTLINE

1. Environmental Education and the Social Studies: A Perspective
2. Environmental Education in the Social Studies Curriculum (K-12)
3. What is Environmental Ethics
4. Science, Technology and Society and Environmental Ethics
5. The Process of Ethics Achievement
6. Environmental Values and Ethics Education

COURSE TEXTBOOKS

X Required

Knapp, C.E., (1999). In Accord With Nature. Charleston, WV: Clearinghouse on Rural Education and Small Schools. ISBN 1-880785-20-X

closed reserve (Reese Library)

Expectations of Excellence

Geography for Life

Excellence in Environmental Education

curriculum center (Reese Library)

- QCCs for Richmond County
- Textbooks (K-12)

periodicals (Reese Library)

- The Social Studies
- Social Education
- Social Studies and the Young Learner
- Journal of Environmental Education

internet

- www.ncss.org
- www.ericse.org

GOALS	OBJECTIVES
An awareness of the historical perspective of MAN/NATURE relationships	Explain how individuals and groups respond to their physical environments Make judgments about how science and technology have transformed the physical world and human society Identify examples of environmental rift that exist in the community, the region, the nation, and/or the world
An appreciation for environmental quality in the community, the region, the nation, and the world	Make judgments about how science and technology have transformed the physical world and human society Identify examples of environmental rift that exist in the community, the region, the nation, and/or the world Select an environmental rift conflict, issue, problem or situation that exists locally, regionally, nationally, or on a global scale and collect data related to cause(s)-and-effect(s)
A respect for MAN's ethical responsibility to protect NATURE from environmental rift	Identify examples of environmental rift that exist in the community, the region, the nation, and/or the world Select an environmental rift conflict, issue, problem or situation that exists locally, regionally, nationally, or

	on a global scale and collect data related to cause(s)-and-effect(s)
	Propose alternative policies and solutions to eliminate instances of environmental rift that exist in the community, the region, the nation, or in the world
An understanding of how environmental education and social studies can be integrated into a K-12 instructional program	Refine mental maps of locales, regions, the nation, and the world
	Identify examples of environmental rift that exist in the community, the region, the nation, and/or the world
	Select an environmental rift conflict, issue, problem or situation that exists locally, regionally, nationally, or on a global scale and collect data related to cause(s)-and-effect(s)
	Identify K-12 curriculum materials that integrate environmental education/social studies concepts, knowledge, and skills on the local, regional, state, and/or national level(s)
	Design thematic units and daily lesson plans that integrate environmental education/social studies concepts, knowledge, and skills -- to teach about environmental rift conflicts, issues, problems, and situations

COURSE OBJECTIVES

Refine mental maps of locales, regions, the nation, and the world.

NCSS Theme III People, Places and Environments
Geography for Life I The World in Spatial Terms
QCC Standard SS.6-7.6 SS.9-12.17

Explain how individuals and groups respond to their physical environments

NCSS Theme I Culture
Geography for Life IV Human Systems
V Environment and Society

EE Strand 2 Environmental Processes and Systems
QCC Standard SS.3.13 SS.6-7.27 SS.9-12.14
SS.9-12.15

Make judgments about how science and technology have transformed the physical world and human society

NCSS Theme VIII Science,Technology, and Society
Geography for Life V Environment and Society
EE Strand 3 Understanding and Addressing Environmental Issues

QCC Standard SS.9-12.9

Identify examples of environmental rift that exist in the community, the region, the nation, and/or the world

newspaper articles
magazine articles
internet web sites
television newscasts

NCSS Theme III People, Places, and Environments
Geography for Life V Environment and Society

Select an environmental rift conflict, issue, problem or situation that exists locally, regionally, nationally, or on a global scale and collect data related to cause(s)-and-effect(s)

newspaper articles

magazine articles

internet web sites

television newscasts

periodicals/journals

NCSS Theme III People, Places, and Environments
NCSS Theme VIII Science,Technology and Society
Geography for Life V Environment and Society

Propose alternative policies and solutions to eliminate instances of environmental rift that exist in the community, the region, the nation(s), or in the world at large.

NCSS Theme III People, Places, and Environments
EE Strand 4 Personal and Civic Responsibilities
QCC Standard SS.9-12.10

Identify K-12 curriculum materials that integrate environmental education/social studies concepts, knowledge and skills on the local, regional, state, and/or national level(s)

periodicals/journals

curriculum center (Reese Library)

www.ericse.org

www.ncss.org

Social Studies School Service catalogs

BEST COPY AVAILABLE

Design thematic units and daily lesson plans that integrate environmental education/social studies concepts, knowledge, and skills -- to teach about environmental rift conflicts, issues, problems and situations

lesson design model

unit outline scheme

Social Studies School Service catalogs

curriculum center (Reese Library)

COURSE OUTLINE

1. Environmental Education and the Social Studies: A Perspective

How To Teach About Human Beings and Their Environment (NCSS #28)

The Silent Spring (R. Carson)

"The New Spirit of St. Louis" EE Report

Charting a Course (NCSS)

"Essentials of Social Studies" (NCSS)

www.ericse.org

www.ncss.org

Social Education issues

The Social Studies issues

Social Studies and the Young Learner issues

Journal of Environmental Education issues

books

NCSS documents (position statements)

2. Environmental Education in the Social Studies Curriculum (K-12)

NCSS Theme III
Theme IX

Geography for Life III
V

EE Strand 2

www.ncss.org

www.ericse.org

curriculum center (Reese Library)

HcW To Teach About Human Beings and Their Environment (NCSS #28)

THE COMMUNITY, THE SOCIAL STUDIES, AND STUDENT ENVIRONMENTAL AWARENESS. ERIC ED125956

INFUSING GLOBAL AWARENESS COMPONENTS OF ENVIRONMENTAL EDUCATION PROGRAMS INTO THE KINDERGARTEN-GRADE TWELVE SOCIAL STUDIES CURRICULUM FOR PURPOSES OF AFFECTING STUDENT ATTITUDES AND PERSPECTIVES ERIC ED205392

THE SAGE CROSS-CULTURE MATRIX APPROACH TO THE STUDY OF GLOBAL ENVIRONMENTS AND HUMAN INHABITANTS ERIC ED258887

OUR COMMON HOME; EARTH. A CURRICULUM STRATEGY TO AFFECT STUDENT SKILLS DEVELOPMENT AND EXPOSURE TO DIVERSE GLOBAL NATURAL/SOCIAL ENVIRONMENTS. SPATIAL RELATIONSHIPS ERIC ED258893

OUR COMMON HOME: EARTH. A CURRICULUM STRATEGY TO AFFECT STUDENT SKILLS DEVELOPMENT AND EXPOSURE TO DIVERSE GLOBAL NATURAL/SOCIAL ENVIRONMENTS. STEWARDSHIP ERIC ED267006

A CHRONICLE OF GLOBAL ENVIRONMENTAL EDUCATION CONCEPT DEVELOPMENT IN THE SOCIAL STUDIES CURRICULUM: 1970-1985
ERIC ED 275612

CULTURAL GEOGRAPHY AND THE SOCIAL STUDIES CURRICULUM. HUMANS & ENVIRONMENT LEARNING PROGRAM (HELP) ERIC ED328487

ECO/SOCIAL STUDIES AND COMMUNITY-CENTERED LEARNING: THE 21ST CENTURY SOCIAL STUDIES CURRICULUM ERIC ED365602

ENVIRONMENTS: THE CONTEXT OF OUR LIVES
ERIC ED374048

ENVIRONS: LIVING IN NATURAL AND SOCIAL WORLDS
ERIC ED372014

3. What is Environmental Ethics

In Accord with Nature

EE Strand 4

"Nurturing an Environmental and Social Ethic"
Childhood Education

periodicals

books

cognitive domain

affective domain

4. Science, Technology and Society (STS) and Environmental Ethics

NCSS Theme VIII

In Accord with Nature

"Investigating Environmental Rift" Science/Society Ed Newsletter

5. The Process of Ethics Achievement

In Accord with Nature

6. Environmental Values and Ethics Education

In Accord with Nature

Social Education issues

The Social Studies issues

books

INTERNET *Resources* - Social Studies/Environmental Education

www.ncss.org (National Council for the Social Studies)

Internet Resources & Links

Teaching Resources

www.askeric.org

Search ERIC Database

Virtual Library

www.naaee.org (North American Association for Environmental Education)

www.nwf.org (National Wildlife Federation)

www.panda.org (World Wide Fund for Nature)

www.envirolink.org (Envirolink Network - Online Environmental Community)

www.amrivers.org (American Rivers)

www.edf.org (Environmental Defense Fund)

www.epa.gov (Environmental Protection Agency)

www.ran.org (Rainforest Action Network)

www.ecology.com (Ecology Communications)

www.vlib.org (Virtual Library)

www.simpleliving.net (Simple Living Network)

www.thewildones.org

www.wpti.org (Wildlife Preservation Trust International)

www.ericse.org (ERIC - Science, Mathematics, and Environmental Education)

www.oneworld.org (Centre for Science & Environment)

www.conservation.org (Conservation International)

www.earthshare.org

www.emagazine.com

www.tnc.org (The Nature Conservancy)

www.coehp.idbsu.edu (EcoGuild)

www.nceet.snre.umich.edu (Environmental Education Link on the Internet)

www.econet.apc.org (GREEN: Global Rivers Environmental Education Network)

www.enn.com (Environmental News Network)

www.ips-dc.org (The Institute for Policy Studies)

"Culture Literacy, National Standards, and Georgia's QCCs"

VOCABULARY

community - a body of animals (natural) or humans (social) living in a clearly defined area or space.

cross-cultural links - communication and interaction among/between people of diverse cultures.

environmental rift - a state or condition in which MAN and NATURE compete for existence.

interacting layers of environment - animals and humans exist within an immediate life-space environment. This environment, in turn, is connected to/dependent upon other environments for its quality.

interlocking dependency - neither MAN nor NATURE can exist without the cooperation/support of the other.

culture literacy - the degree to which an individual understands the traits of diverse cultures/ethnic groups.

CULTURE LITERACY, National Standards, and *Georgia's QCCs*

Richard Oakes Peters, Ed.D.

In the 21st century, the concept of ***community*** will be redefined to include every one, every thing, and every place that exists on earth. In this ***global community***, individuals from diverse cultural and ethnic backgrounds will interact, on a daily basis, regarding economic, political, and social matters of common interest and concern. Because of these ***cross-cultural links***, individuals will be required to tolerate and understand lifestyles and value systems unlike their own.

MAN and NATURE are inextricably connected; MAN having the capacity to manipulate and alter physical aspects of NATURE, while NATURE retains the cataclysmic capacity to humble, if not to destroy, MAN. In the 21st century, neither MAN nor NATURE can exist and prosper in a state of ***environmental rift.*** MAN/NATURE coexistence must be established and maintained on a global scale. In order to achieve this harmonious state, tomorrow's decision-making citizens (today's K-12 students) must be aware of the ***interacting layers of environment*** that exist around them; the neighborhood - region - state - nation - and world, and they must understand the qualities that make cultural and ethnic groups similar and different. With this understanding, individuals from diverse groups can be engaged in problem solving dialogues that mutually benefit human beings and Mother Earth.

Because MAN and NATURE exists in a perpetual state of ***interlocking dependency***, 21st century citizens must be able to think critically about a vast array of events, issues, problems, and situations that effect MAN/NATURE relationships within the interacting layers of environment, and they must be committed to taking the appropriate action necessary to resolve issues; to clarify situations; and to solve problems. Thus, intellectual skills development, e.g., critical thinking, problem solving, and decision-making , must be an integral part of daily lesson plan activities for students across the K-12 spectrum; in order to prepare them for these societal challenges and responsibilities.

Today's elementary, middle grades, and secondary classrooms must become domains within which ***culture literacy*** is nurtured in students. They must read and write about, as well as discuss, diverse human groups -- past and present. A student's ***culture literacy quotient*** will be enhanced as a result of several direct and vicarious experiences both in the classroom and at field-based sites. Viewing audiovisual presentations, interacting with softward programs, browsing the Internet, writing to distant pen pals, observing guest speakers and performers, taking walk-throughs of ethnic neighborhoods, participating in ethnic festivals, listening to ethnic music, reading ethnic literature, sampling ethnic dishes, and listening to speakers communicate in their native tongues and dialects are but a few of the experiences that can enrich students' perspectives and understanding of cultural diversity -- in the neighborhood and around the globe. At the same time, students must be engaged in cognitive processes that enhance their awareness of natural environs that exist nearby/close-to-home and are distant/far-removed.

In what way(s) have human groups adjusted to their physical surroundings? To what extent have human groups influenced their physical surroundings? What are the basic needs of all human beings -- singularly and collectively? How do diverse cultures fulfill the basic needs of group members? These are but a few of the questions that can form the basis of a systematic study of culture and ethnicity (K-12).

In his White House presentation of America 2000: An Education Strategy to the nation (1991), President George Bush stated that 21st century individuals "must be able to ... adapt to changing environments, and to understand the world around them". The national standards in social studies speak directly to the need for students to:

- investigate the ways different cultures meet the basic needs of human beings;
- describe how different cultures interact with nature;
- give examples of how different cultures have adapted to their natural surroundings;
- give examples of cultures that wisely use natural resources in order to improve the quality of human life;
- give examples of cultural diversity regarding customs, art, dress, inventions and technology, division-of-labor, and religion;
- describe situations in which human beings have had a negative impact upon natural surroundings;
- explain how members of diverse cultures participate in policy decision-making processes;
- describe ways the physical environment impacts the population density and spatial distribution patterns of human groups.

Quality Core Curriculum standards address issues related to ***environmental*** awareness and ***culture*** studies (***ECO/SOCIAL*** studies). Among Georgia's QCCs are:

- SS.K.18 Recognizes that different culture groups have different characteristics;
- SS.3.13 Recognizes how human actions and physical environments affect one another;
- SS.4.8 Describes the impact of climate and physical environment on the lifestyles of American Indians;
- SS.5.20 Uses physical maps to draw conclusions about the impact of the physical environment on settlement patterns, and the movement of people;
- SS.6-7.37 Assess the cultural expressions of art, music, and literature;
- SS.6-7.46 Makes generalizations about human activities in a geographic region using map information;
- SS.8.41 Identifies contributions made by various ethnic groups to the development of Georgia - past and present;
- SS.8.5 Identifies geographical factors and explains how they have influenced Georgia's exploration, settlement, and economic development;
- SS.11-12.3 Identifies common cultural characteristics of various tribal groups of Native Americans;
- SS.11-12.26 Compares and contrasts the cultures of selected ethnic groups;

Using Georgia's QCCs and national standards in economics, geography, history, and environmental education, K-12 classroom teachers can create thematic units that focus students' attention on the character of natural and man-made environments as well as on the degree of ***interdependence*** that exists between these two, oftentimes colliding ,*worlds*.

Focusing students' attention on MAN/NATURE relationships does not place an additional demand upon limited instructional time, does not require special materials, nor an additional outlay of financial resources. It merely requires that classroom teachers and instructional support personnel organize standards. that are presently scattered across the typical grade-level or cluster-level curriculum, into a coherent study of *lifespace environments.*

Newly created **focus units** nurture holisitc perspectives among students. These classroom and field-based thematic studies formally introduce students to the people, places, things, events, and process that exist around them; nearby and far-away, and which have an impact upon the quality of their daily lives. As a reult of this exposure to MAN/NATURE relationships, students begin to develop a *view of the world* that is characterized by a sense of cultural literacy as well as a sensitivity toward nature.

CULTURE LITERATE students 1) are aware of the human-made world around them, 2) are informed about past and present conflicts, issues, problems, and situations related to social environments, 3) have empathy for the plight of diverse social groups and cultures, 4) understand the character of social environments that are nearby/close to home and distant/far-removed, 5) have developed attitudes and opinions about culture-related issues in contemporary life, 6) perceive relationships among diverse social groups and cultures, 7) recognize the differences and similarities among the traits of divers cultures, and 8) are committed to action - in order to resolve conflicts, clarify issues, solve problems, and better understand complex situations.

NATURE SENSITIVE students :

1. are aware of the natural world around them
2. are informed about past and present conflicts, issues, problems, and situations related to natural environments
3. have empathy for the plight of nature
4. understand the character of diverse natural environments that are nearby/close to home and distant/far-removed
5. have developed attitudes and opinions about ecology-related issues in contemporary life
6. perceive relationships between humans and nature

BEST COPY AVAILABLE

A <u>focus unit</u> is designed to directly involve students in THEIR education.

An emphasis is placed on classroom and field-based studies; utilizing community resources (people, places, things, events, and processes) -- as students conduct research studies and develop an awareness- and understanding of the character of natural and social (human-made) environments.

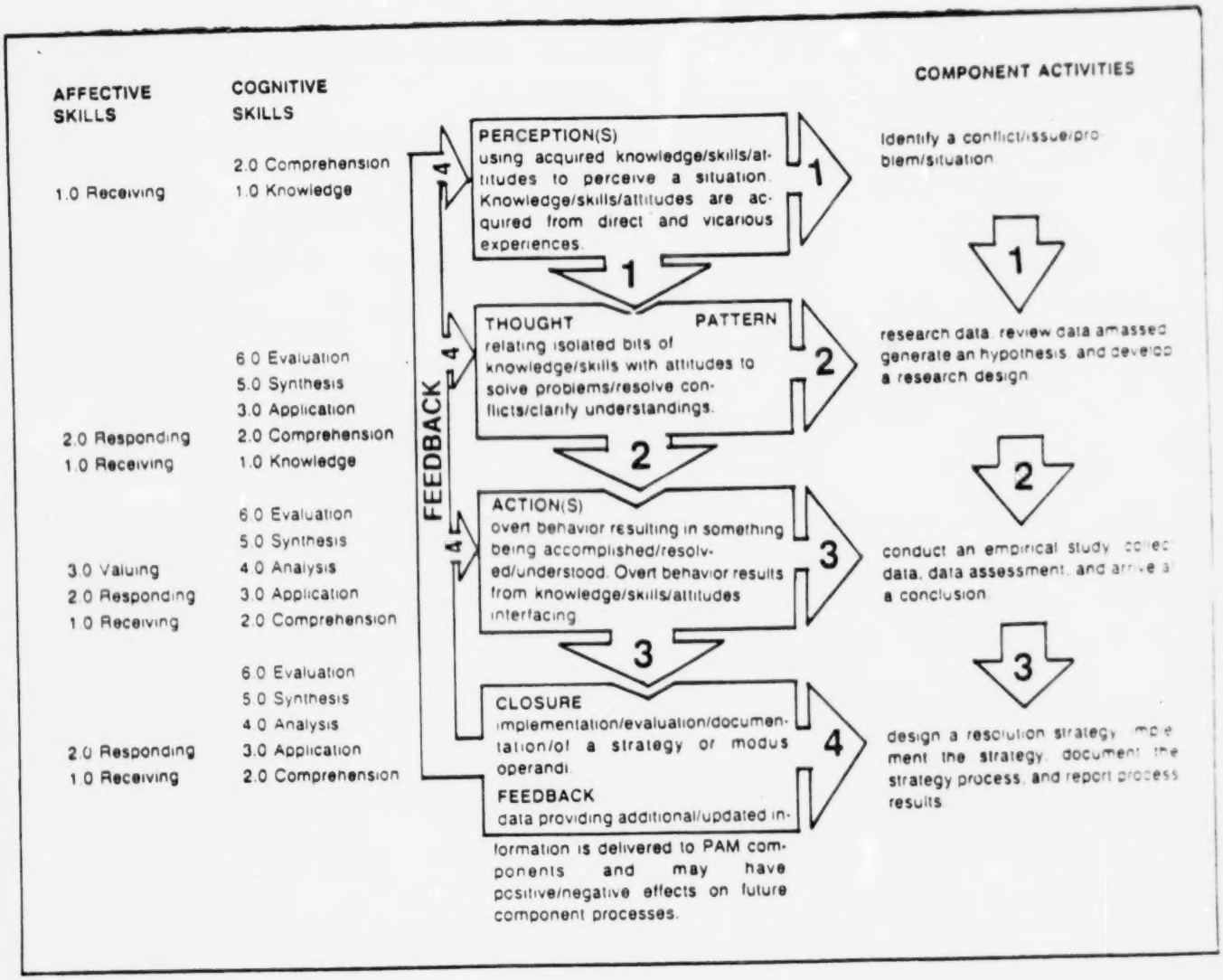
Using the UNIT OUTLINE (page 21), classroom teachers design multi-lesson experiences for students that require them to think critically, solve problems, and make decisions. (SEE THE CRITICAL THINKING SCHEMATA ON PAGE 22)

THEME/TOPIC	UNIT GOALS	LESSON OBJECTIVES	LESSON ACTIVITIES	MATERIALS AND RESOURCES	ASSESSMENT
		M	M	M	M
		T	T	T	T
		W	W	W	W
		TH	TH	TH	TH
		F	F	F	F
The focus for instruction and learning	What students will be able to do, to understand, and to explain in the long term *QCCs* and **National Standards**	Short-term performance and process-based outcomes of instruction and learning	Learning encounters that students will participate in -- both in the classroom and at field-based sites in the community	Items/objects used to enhance instruction and/or learning	Ways of determining students' progress toward goals/objectives attainment and their levels of achievement

UNIT OUTLINE

BEST COPY AVAILABLE

CRITICAL THINKING SCHEMATA



BEST COPY AVAILABLE

Using either the NATURAL ENVIRONMENTS or SOCIAL ENVIRONMENTS matrix, student work groups research diverse natural settings (environs) or diverse cultures.

Data is collected from a variety of print sources, audiovisual, artifacts, and Internet web sites.

As a result of work group efforts, students affix data cards to a matrix board -- providing a visual comparison of culture traits or the characteristics of natural settings.

Students 'teach' the class regarding the setting or culture research. Once completed, the matrix can become a permanent fixture in the social studies classroom -- providing the basis for class discussions and future research. Because most children and adolescents are, in part, visual learners, the matrix displays enhance their comprehension -- providing a basis for comparative studies on a student-by-student basis.

LIFESPACE MATRIX: NATURAL ENVIRONMENTS

C H A R A C T E R I S T I C S

ENVIRONS/REGIONS	1	2	3	4	5	6	7	8	9	10
Coastal Plains										
Deserts										
Forests										
Interior Plains										
Jungles										
Mountains										
Polar Zones										

1 Area (acres, hectares, square miles)
2 Climate (temperature and weather conditions)
3 Ecology (relationships between living organisms and the geographical environment)
4 Fauna (animals)
5 Flora (plants)
6 Geographical location (physical position on a globe or map and/or distance from other places)
7 Resources (minerals, timber, vegetation, and wildlife)
8 Seasons (differences in amounts of daylight, plant growth, precipitation, and temperature)
9 Topography (surface features of Earth)
10 Water Supplies (ground water, plants, and precipitation)

CULTURE MATRIX: SOCIAL ENVIRONMENTS

T R A I T S

CULTURES	1	2	3	4	5	6	7	8	9	10	11	12
A												
B												
C												
D												
E												
F												
G												

1 Food/Diet
2 Shelter (types/materials)
3 Dress/Costumes
4 Art/Dance/Music
5 Family (structure/functions)
6 Government (structure/functions)
7 Religion (structure/functions/sacred objects and sites)
8 Division-of-Labor (specializations/ training)
9 History (events/personalities/sites)
10 Technology (tools/weapons/machines)
11 Ecology (relationships between human beings (SOCIAL) and with the geographical environment(NATURAL)
12 Communication (spoken language, written language, sign language, drums, symbols, drawings)

THEME: Discovering the Lifespace Environment

TOPIC: Natural Environments

GOAL(S):

1) Students understand the characteristics of a selected natural environment;

2) collect data on film and video tape;

3) understand the variety of flora and fauna to be found in the selected natural environment.

OBJECTIVES:

1) Students will meet with community resource people (guest speakers and site guides) to learn about the natural environment to be visited/studied;

2) participate in a backpacking 'day trip' to the selected natural site;

3) collect rock samples and collect data about flora and fauna on film/video tape using 8mm motion picture cameras, 35mm still photography cameras, and video tape equipment;

4) make maps of the site;

5) make journal entries about the day's trip;

6) analyze data collected at the site -- in the classroom;

7) create a bulletin board display of still photographs and sketched maps;

8) write reports.

MATERIALS: 8mm Motion Picture Cameras
35mm Still Photography Cameras
Video Tape Equipment
Sketch Pads/Pencils
Sample Collection Bags
Journals/Logs
Backpacking Equipment

ASSESSMENT: Written reports
Motion pictures taken at the site
Video tapes taken at the site
Still photographs OR slides taken at the site
Maps sketched at the site
Bulletin board displays
Rock sample displays in the classroom
Discussions in the classroom
Journal entries.

SAMPLE LESSON

THEME: Discovering the Lifespace Environment

TOPIC: Social Environments

GOAL(S):

1) Students understand the characteristics of a selected social environment;
2) collect data on film and video tape;
3) understand the complexity of a human-made environment.

OBJECTIVES:

1) Students will meet with community resource people (guest speakers and site guides) to learn about the social environment to be visited/studied;
2) participate in a 'walk-through' of an ethnic neighborhood;
3) experience the neighborhood through the senses -- smells, sights, sounds, and ethnic dishes;
4) collect impressions of the neighborhood on film and video tape;
5) record neighborhood sounds using audio tape recorders;
6) make journal entries about the day's adventure;
7) discuss the neighborhood 'walk-through' back in the classroom;

8) write reports.

MATERIALS: 8mm Motion Picture Cameras

35mm Still Photography Cameras

Video Tape Equipment

Journals/Logs

ASSESSMENT: Written reports

Motion pictures taken at the neighborhood site

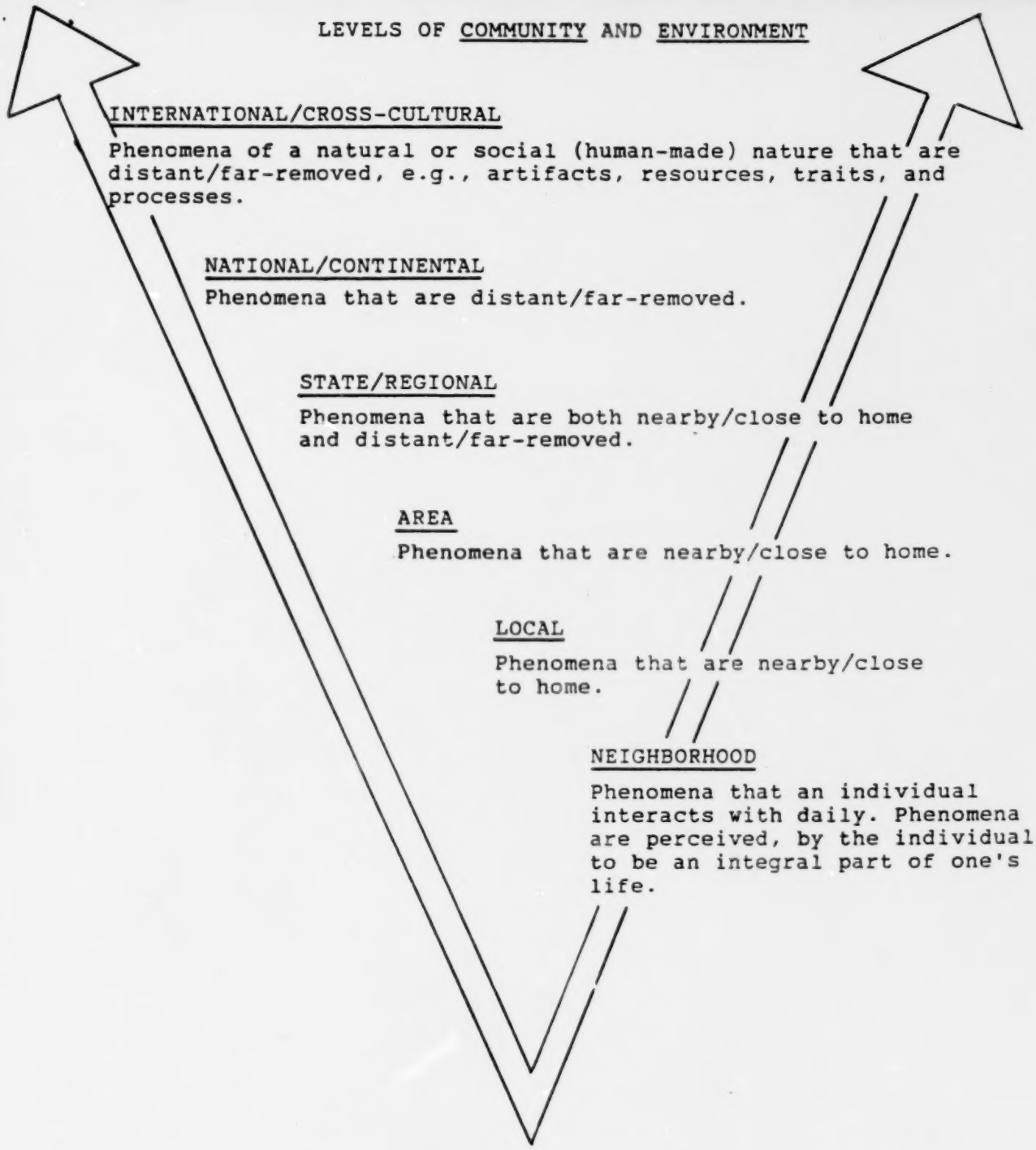
Video tapes taken at the neighborhood site

Still photographs OR slides taken at the neighborhood site

Journal entries

Discussions in the classroom.

LEVELS OF COMMUNITY AND ENVIRONMENT



INTERNATIONAL/CROSS-CULTURAL

Phenomena of a natural or social (human-made) nature that are distant/far-removed, e.g., artifacts, resources, traits, and processes.

NATIONAL/CONTINENTAL

Phenomena that are distant/far-removed.

STATE/REGIONAL

Phenomena that are both nearby/close to home and distant/far-removed.

AREA

Phenomena that are nearby/close to home.

LOCAL

Phenomena that are nearby/close to home.

NEIGHBORHOOD

Phenomena that an individual interacts with daily. Phenomena are perceived, by the individual, to be an integral part of one's life.

EXPANDING HORIZONS approach to the study of diverse natural and social environments. Selected concepts and knowledge from the several social sciences are blended into an integrated (SOCIAL STUDIES) study of humans and nature.

ARTICLE REPRINTS related to ***ECO/SOCIAL Studies***

Nurturing an Environmental and Social Ethic

Focusing on Cultural Diversity in the Classroom and Community

Cultural Literacy and Key Essential Elements

Referenced in SOCIAL STUDIES FOR CHILDREN: A Guide to Basic Instruction (Michaelis and Garcia, 1996) Allyn and Bacon (p 272).

JOAN MOYER

Nurturing an Environmental and Social Ethic

Richard Peters

Because we live in a global age . . . today's children must begin to comprehend the character and complexity of the global community.

A decade ago, the International Activities Committee of the National Council for the Social Studies declared that technological advances, increased trade, tourism and cultural exchanges, environmental concerns, market competition and scarce resources will draw nations into increasingly complex relationships. The day-to-day lives of people in all nations will be influenced by increased cross-cultural links, as well. Individuals will be required to understand and interact with peoples, cultures, languages, lifestyles and value systems that differ from their own.

Because we live in a global age, existing simultaneously within the context of several interrelated and interactive real world environments, today's children must begin to comprehend the character and complexity of the global community. They will need this knowledge in order to become effective citizens of the 21st century.

Because *humans* and *nature* are inextricable entities sharing a common global lifespace, natural and social (human-made) environments are interactive and interdependent. This interconnection is necessary for the prosperity of the various species. Environmental phenomena (e.g., people, places, things and events) exist in a perpetual state of interlocking dependency.

Humans constantly intrude upon nature. In order to successfully live in natural and social worlds, humans must understand the origins, composition, characteristics and life-sustaining processes of these worlds.

Children's attention should be focused on the diversity of natural and social settings, those close to home as well as far-removed. During the course of a typical school day, they should be provided ample opportunities to interact with, and learn from, natural and social phenomena. To isolate children from the lifespace environment of the local community, and the world-at-large, is to diminish the relevance of formal education in their daily lives.

Children need to acquire a social ethic that:

- develops their awareness of the natural and social worlds around them
- informs them about past and present conflicts, issues and situations related to natural and social environments, cultures and ethnic groups
- allows them to have empathy for the plights of nature and diverse cultures and ethnic groups
- helps them to understand the character of diverse natural

Richard Peters is Assistant Professor of Education, Texas A&M University, Corpus Christi. Since 1981, Peters has been involved in the development of K-12 instructional programs related to Eco/Social studies that promote the study of environmental education and cultures.

and social environments both close to home and far-removed
- enables them to exhibit, through proactive involvement, attitudes and opinions about ecology-related and social environment-related issues in contemporary life
- helps them to perceive and understand relationships between humans and nature
- helps them understand relationships among cultures and ethnic groups
- allows them to recognize the differences and similarities among diverse cultures.

Today, as in the past, the place of humans in the world is to coexist with nature and other peoples. Action must be taken in our schools today to help tomorrow's global citizens think and act in responsible ways to 1) clean-up natural and social environments, 2) establish and enforce policies and programs that guarantee the maintenance of a quality global lifespace and 3) educate a *nature sensitive* and *culture literate* citizenry.

A natural/physical and social science-fused curriculum that is continuous (K-12) integrated (interdisciplinary) and sequential (developmental) can be designed to introduce students to:

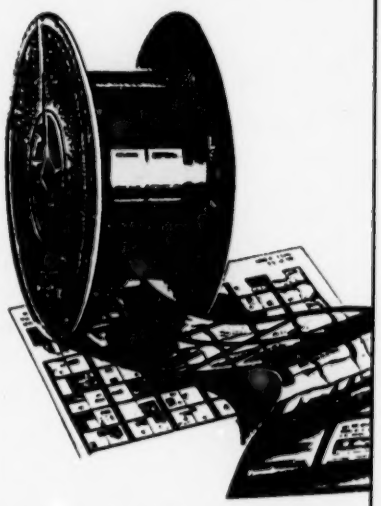
- the effect(s) that personal/group decisions and actions have on others and themselves
- the need to take responsibility for protecting living things that are dependent upon humans for their survival
- the creation of an environmental ethic
- the character of natural and social environments
- an understanding of the impact humans have had/are having upon the total lifespace environment
- an understanding of the impact nature has had/is having upon human lifestyles, cultures and value systems
- an awareness of community service activities that will promote participatory citizenship and decision-making
- the need for a stewardship attitude regarding the conservation and management of natural and human/social resources
- the development of social attitudes, behavior patterns and values
- the concept of perceptual self-denial through everyday living
- the problems and situations affecting natural and social environments—and related phenomena
- the differing personal styles of working actively for conflict-resolution and problem-solving.

Humans and nature lead a common existence on earth. What is the role of humans in nature? How do we, as individuals, fit into established culture patterns and social schemes? Each generation of the human species must ask these questions. Each generation of the human species must find its place in the global biosphere. How we answer these questions, and how we choose to act upon those answers, will determine the inevitable fate of humans and nature on earth—in the 21st century and beyond.

The purpose of this column is to stimulate debate of timely issues affecting children, youth and families. The opinions expressed are those of the author and do not necessarily represent the position of Childhood Education *or the Association for Childhood Education International. Readers are urged to respond by submitting manuscripts or letters to: Dr. Joan Moyer, CE Issues Editor, Curriculum and Instruction/Early Childhood, Arizona State University, Tempe, AZ 85287-1711.*

Permission to reproduce this column intact is not required. Copyright © 1993 Association for Childhood Education International.

This publication is available in microform.



University Microfilms International reproduces this publication in microform: microfiche and 16mm or 35mm film. For information about this publication or any of the more than 13,000 titles we offer, complete and mail the coupon to: University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106. Call us toll-free for an immediate response: 800-521-3044. Or call collect in Michigan, Alaska and Hawaii: 313-761-4700.

☐ Please send information about these titles:

Name _____

Company/Institution _____

Address _____

City _____

State _____ Zip _____

Phone (___) _____

University Microfilms International

BEST COPY AVAILABLE

Focusing on Cultural Diversity in the Classroom and Community: A Social Studies Approach to Middle Grades Learning

Richard Oakes Peters, Ed.D
Nova Southeastern University

Look around you! What makes Juan different from Ivan, Ruth, Pierre, Hans, Sophia, and Ishi? The fact that not all students look alike is not what really makes them different. Because not all students dress alike; because not all students speak the same language; and because not all their family histories are the same are some of the reasons why students are different.

Our ancestors came to this land from all corners of the globe, and it is our cultural plurality that gives us a cosmopolitan character. Today, our public school classrooms are microcosms of earth's cultural diversity.

Approaching the 21st Century

Twenty-first century citizens will be involved in complex relationships on a global scale. The day-to-day lives of individuals in all nations will be influenced by increased cross-cultural links. Individuals will be required to understand and cooperate with people from different cultures, who speak different languages, and who exhibit lifestyles and value systems different from their own.

If we want 21st century citizens to be cultural literate, we must begin today to enhance students' awareness and nurture their understanding of the cultural diversity that exists nearby and close to home (in the classroom, the neighborhood, and the community) as well as distant and far-removed (nationally or internationally).

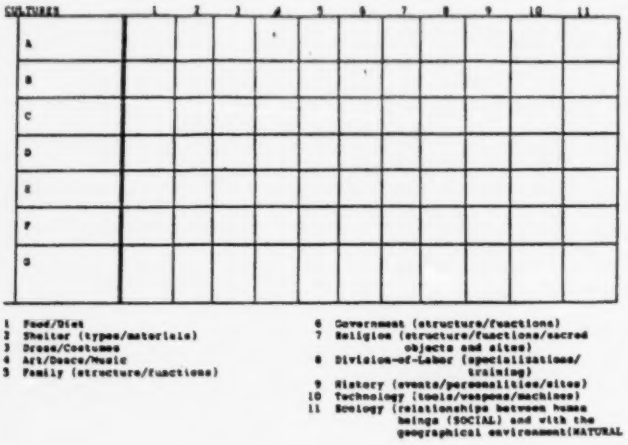
What does it mean to be a cultural literate person? The individual is aware of the diverse cultures that exist in the global community; is informed about past and present conflicts, issues, problems, and situations related to social (human-made) environments; has empathy for the plight of diverse cultures and ethnic groups found nearby or close to home and distant and far-removed; perceives relationships (and interdependence) among diverse cultures; exhibits proactive behavior related to solving culture and ethnic group-related issues in contemporary life; and recognizes the subtle similarities as well as the obvious differences among diverse cultures.

Developing Awareness and Understanding

What better place to learn about cultural diversity than in the social studies classroom where, in fact, that diversity exists! Herein, students talk about, read about, and study the diets of diverse groups, how they dress, the languages they speak and how these people prosper from day to day. In part, the answers to questions posed, as the result of students' inquiry are provided by classmates.

There are several experiences that students can share as they investigate diverse cultures: origins, customs, histories, and lifestyles. For example, refer below to Diagram 1.

Culture Matrix: Social Environments



Culture Matrix: Social Environments

Because we live in a global age, today's children must begin to comprehend the character and complexity of the global community.

In the 21st century, the day-to-day lives of people in all nations, will be influenced by increased cross-cultural links. Individuals will be required to understand and interact with people, cultures, languages, lifestyles, and value systems that differ from their own.[1]

Culture literate students 1) are aware of the human-made world around them, 2) are informed about past and present conflicts, issues, problems, and situations related to social environments, 3) have empathy for the plight of diverse social groups and cultures, 4) understand the character of social environments that are nearby or close to home and distant or far-removed, 5) have developed attitudes and opinions about culture-related issues in contemporary life, 6) perceive relationships among diverse social groups and cultures, 7) recognize the differences and similarities among the traits of diverse cultures, and 8) are committed to action in order to resolve conflicts, clarify issues, and solve problems, and understand complex situations.

Working in small inquiry teams, students role play researching social scientists as they identify information sources, collect data, organize and analyze data, and prepare data for display on the matrix. When data from the several teams has been affixed to the matrix, students can visually compare the traits of diverse cultures. Matrix data forms the basis for class discussions, research reports, bulletin board displays, and graphic media presentations.

As a facilitator of learning, the social studies teacher identifies and collects primary and secondary source materials that will be used by the several inquiry teams (including artifacts). (Peters, R. 1993/1994). "Nurturing an Environmental and Social Ethic," *Childhood Education*, Winter, p. 72).

- Each student researches his/her cultural heritage. Reports can be developed and presented to classmates; bulletin board displays can be created, live performances can be given before classmates, and family histories can be captured in a series of vintage photographs, on film or videotape.
- Students interview parents, grandparents, and other relatives and older friends, creating a collection of oral histories.
- Family members appear in the classroom as guest speakers, story tellers, artists, or craftsmen. They can also relate stories about growing up in different parts of the global community. Guest speakers, etc. can be videotaped and made part of a culture unit. Students can be engaged in geography activities such as finding the locations discussed in class by guests.
- Students use the Culture Matrix (see Diagram I) to exhibit and discuss the lifestyles traits of diverse human (social) groups past and present.
- Students read stories about life (past and present) in diverse cultures. They can develop or present reports, read passages from books, and write their own stories or poems. Students may prefer to draw pictures that depict aspects of stories read. These activities can be videotaped.
- Students create culture kits. Each kit consists of a card board storage box, artifacts (e.g., art objects, utensils, tools, clothing, toys, and literature), a written history and timeline, maps, biographies of famous people, a bibliography of suggested readings, and audiovisual presentations (e.g., slides, still photographs, filmstrips, films and video tapes).
- Each student researches a culture of personal choice and creates an art object, tool, etc. that depicts some aspect of that culture's history or lifestyle.
- Students collect pictures that depict diverse lifestyles, dress, foods, shelter types, geographical regions, etc. from magazines, and create bulletin board displays.
- Students visit ethnic neighborhoods to observe types of architecture, to visit historical sites, to listen to a plethora of languages, to see a kaleidoscope of colorful dress, to observe performances, and to smell the pungent aroma of native cuisine.
- Students collect and study ethnic newspapers.
- Students research notable personalities in nation/state/local history; to learn about each individual's contributions and to learn about each individual's cultural heritage.

[1] **Footnote**

By studying the contributions of individuals to the growth

BEST COPY AVAILABLE

of the United States, students begin to realize the melting pot character of us as a unique people. They realize that different people, in different ways, have contributed to our national character. For example, the Irish and the Chinese built the Transcontinental Railroad; the Germans farmed the land; the Italians grew the sweet grapes in vineyards; and the Africans nurtured the growth of this nation's agriculture in the South and elsewhere.

42

Cultural Literacy and Key Essential Elements

Dr. Richard Peters
Corpus Christi State University

A decade ago, the International Activities Committee of the National Council for the Social Studies (USA) declared that technological advances, increased trade, tourism, cultural exchanges, environmental concerns, competition for markets and scarce resources will draw nations and peoples into increasingly complex relationships in the decades ahead.

The day-to-day lives of people in all nations will be influenced by increased cross-cultural links. They will be required to understand, interact, and cooperate with people, cultures, languages, lifestyles, and value systems unlike their own.

In order to function within the context of a 21st century global community, today's children and youth must be systematically introduced to the nature and character of diverse human-made (cultural) environments, and to the impact that natural surroundings have had upon human lifestyles, beliefs, value systems, and technological development.

There is a need to:

- focus students' attention on the real world(s) that exist around them on different perceptual planes
- expose students to natural and social environments that are nearby/close-to-home
- expose students to natural and social environments that are distant or far removed from where particular groups of students are at any given point in time.
- enhance students' understanding of the similarities as well as the differences among human groups
- highlight the interrelationships and interdependence that exist between natural and social environments - locally, regionally, statewide, nationally and internationally.

An important goal of the kindergarten through grade twelve social studies curriculum must be the nurturing of culturally literate individuals; people who can read and write about as well as discuss diverse human groups, past and present. This quality of cultural literacy will be enhanced through print materials, discussions, audiovisual presentations, and personal exposure to diverse ethnic groups through daytrips into the community, field trips to settings outside the context of the local community, and extended travel to distant settings outside the state and/or nation as well as interaction with guests in the classroom.

As students mature and progress through the formal education process, they gain diverse experiences (directly or vicariously) that result in the development of a sense of SELF in relationship to others and to the several worlds in which they simultaneously exist and function.

Key questions to be asked of students during the course of a formal study of human groups and natural environments would include among others:

- In what way(s) have human groups adjusted to their physical surroundings?
- What are the origins of diverse human value systems?
- What are the basic needs of all human beings, singularly and collectively?
- To what extent have diverse human groups influenced their physical surroundings, past and present?
- What responsibilities do human groups have to protect the global lifespace?
- What can human beings do to safeguard quality natural and social environments?

Integrated Studies

Within specific grades and grade clusters (e.g., K-2, 3-5, and 5-8) students should be exposed to the global community using a thematic approach.

Elements (concepts/knowledge/skills) from anthropology, economics, geography, psychology, and sociology as well as history and political science should provide the basis for team studies/individual student inquiry.

Acting as researching social scientists, students should be engaged in classroom and field-based activities or experiences that require them to:

1. Identify conflicts, issues, problems, and/or

situations of a personal or social nature.
2. Seek data from diverse primary and secondary sources for the purpose of enhancing personal understanding of identified conflicts, issues, problems, and/or situations.
3. Collect and evaluate data.
4. Organize relevant data for further analysis.
5. Synthesize relevant data into a meaningful whole for the purpose of refining perceptions of phenomena (mentioned in Item 1)
6. Brainstorm possible alternative courses-of-action re: conflict resolution, issue clarification, problem solving, and/or situation comprehension.
7. Select the most appropriate course-of-action to pursue.
8. Design a course-of-action strategy.
9. Apply the designed strategy in real life and real-to-life (simulated) settings.
10. Monitor the course-of-action taken.
11. Collect and analyze newly generated data.
12. Apply newly generated data to the on-going perception, thought, and action processes.

Such classroom and field based activities would compliment stated America 2000 goals for this nation's children and youth.

- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially. (p. 48)
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community. (p. 49)

Essential Elements

The statewide foundation for culture literacy studies is to be found in selected K -12 essential elements for the social studies.

What might need to happen is for schools to realign selected EEs so as to provide the structure and substance for the enhancement of students' knowledge about the diverse cultural heritage of this nation and about the world community.

It is also important to develop within students an ethical sense of stewardship concerning natural and social environments and to develop within them the social living skills that will enhance lifelong learning and citizenship activities.

K-8 Examples

- Discuss ways people can help each other;
- Identify basic economic wants of all people;
- Understand the ways basic economic wants of family members are met;
- Explain the need for rules;
- Identify ways people learn from each other;
- Use simple maps to locate information;
- Describe similarities and differences among people;
- Explain acceptable ways of dealing with individual and group conflicts;
- Describe how people depend on each other to supply economic goods and services;
- Identify local natural landforms;
- Describe family traditions and customs;
- Know common responsibilities of family members in any culture;
- Describe ways a community satisfies needs for food, clothing, and shelter;
- Describe the physical features of one's community;
- Describe how one's community is similar and different from other communities;
- Identify local traditions, customs, and folkways;
- Explain how groups influence individual behavior;
- Understand Texas' economic relationship to other states and to the world;
- Describe the influence of geography on the history of Texas;
- Describe how the various geographical regions of Texas, the United States, and the world are similar and different;
- Understand how people adapt to their physical environment;
- Describe how traditions, customs, folkways, and religious beliefs differ among individuals and groups.
- Identify basic civic values of American society;
- Explain why conservation of economic resources is important;
- Explain basic rights and responsibilities of American citizenship;
- Describe how the various geographic regions of the United States are similar and different;
- Understand how people have adapted to and modified the physical environment of the United States;
- Understand the geographic interrelatedness of the United States and adjacent countries;
- Identify holidays and celebrations in the nation that are culture-group related;
- Identify the contributions of various cultures to the American way of life;
- Locate information in reference works;
- Evaluate information from various social studies sources;
- Explain the economic importance of various regions of the world;
- Identify contributions of various cultures, past and present, to world civilization;
- Compare cultural regions of the world;
- Describe the impact of physical features on selected cultures, past and present;
- Describe how the geographic regions of the world are similar and different;
- Describe examples of cultural borrowing among societies;
- Be aware that some things are valued more in some

groups and cultures than in others;
- recognize how societal values affect individual beliefs and attitudes;
- Translate information from one medium to another;
- Organize and express ideas in written form;
- Analyze information;
- Draw conclusions;
- Synthesize information;
- Use problem-sovling skills;
- Draw inferences;
- Perceive cause-effect relationships

Grades 9 - 12 examples
- Recognize that individuals must accept the consequences of their decisions;
- Value open-mindness, tolerance of differing opinions, and civic participation;
- Describe how population movements and patterns of settlement in the United States were influenced by physical features;
- Examine the uses, abuses, and preservation of natural resources and the physical environment of the United States;
- Locate the major natural resources of the world and give their uses;
- Analyze the impact of environment on ways of life in a region;
- Determine the economic, social, and cultural inter change among regions and countries;
- Analyze forces that are causing changes in the land scapes of regions and countries;
- Analyze environmental issues associated with urban growth;
- Understand the interaction of selected groups with individuals and groups from various religious, national, racial, and ethnic backgrounds;
- Describe the art, music, literature, drama and other culturally related activities of various groups;
- Analyze the diverse lifestyles of groups selected for study;
- Explore the interaction of selected regions or countries with other areas of the world, historically and presently;
- Recognize the influence of geography on the historical development of areas studied;
- Understand the social and cultural changes that affect lifestyles;
- Compare and contrast variations of cultural patterns in selected regions or countries;
- Explain the process of socialization;
- Analyze social institutions, their structures and functions;
- Analyze social problems in selected cultures;
- Understand causes of cultural and social change;
- Describe the effects of cultural contact and diffusion.

Throughout the K -12 schema, students must be directly involved in a continuous, four-step process of concepts, knowledge, and skills:
- Acquisition through teacher-directed instruction, independent reading and research, watching audio visual presentations, listening to guest speakers in the classroom and at field-based sites, and direct in volvement in discussions and debates.
- Application in classrooms and at field-based sites; using acquired concepts, knowledge, and skills to do things, to achieve goals and to become pro-active citizens in the society.
- Reinforcement of acquired concepts, knowledge, and skills through repeated application in school and in one's personal life; adapting and using concepts, knowledge and skills in diverse, real life and real-to-life (simulated) situations.
- Refinement is achieved as a result of repeated concepts, knowledge and skills application; the attainment of a prescribed degree of competency or proficiency. Such competency or proficiency can be demonstrated and evaluated by others.

Comments:

In *Charting a Course: Social Studies for the 21st Century* (1989), the Curriculum Task Force of the National Council for the Social Studies in the Schools stated:

> A well-developed social studies curriculum must instill a clear understanding of the roles of citizens in a democracy and provide opportunities for active, engaged participation in civic, cultural and volunteer activities designed to enhance the quality of life in the community and the nation. (p.3)
>
> Reading, writing, observing, debating, role-play or simulations, working with statistical data and using appropriate critical thinking skills should be an integral part of social studies instruction. (p.4)
>
> The social studies curriculum should enable students to develop an understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions, and values. (p.6)

In April 1991, President George Bush stated that "too many of us lack the knowledge . . . and the skills necessary to live . . . in the world as it is today." (p.38)

At this White House unveiling of *America 2000: An Education Strategy*, the President went on to say that "our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation." In the next century, "all of our people must be able to think for a living, adapt to changing environments, and to understand the world around them." (p. 45)

The citizens of the 21st century are in America's

classrooms, today!

References:

America 2000: An Education Strategy. 1991. Washington, D. C.: U. S. Department of Education.

International Activities Committee of the National Council for the Social Studies. 1982. Position statement on global education. *Social Education.* 46 (1): 36-38

National Commission on Social Studies in the Schools, 1989. "Charting a course: social studies for the 21st century." *Social Education.* 54 (2): 248.

Peters, R. 1983. Developing the concept of cooperative living habitats. *The Social Studies Teacher.* 6 (5): 16-17.

1991. Introducing students to the global community. *Teaching K - 8.* (5): 61-62,

1981. Putting global 2000 to work in the school curriculum. *Environmental Education Report* (4):21-22.

State Board of Education *Rules for Curriculum.* 1988. Austin, TX: Texas Education Agency.

TEXAS COUNCIL FOR THE SOCIAL STUDIES

TCSS